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A FILM ON THE VOCATIONAL EDUCATION ACT OF 1963.

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SIX FILM COMMUICATION MODULES AND A COMPREHENSIVE PLAN FOR THEIR DISSEMINATION WERE PRODUCED BY THE BROOKS FOUNDATION TO INFORM THE PUBLIC AND VARIOUS TARGET GROUPS OF THE SCOPE AND PURPOSES OF THE VOCATIONAL EDUCATION ACT OF 1963. A HALF-HOUR MOTION PICTURE DOCUMENTARY-DRAMATIZATION ENTITLED "THE EMPTY LOT" WAS SUPPLEMENTED BY THREE SHORT MOTION PICTURE ANNOUNCEMENTS AND BY TWO 15 MINUTE COLOR-SOUND FILMSTRIPS, FOR PROFESSIONAL AND LAY AUDIENCES RESPECTIVELY. A METHOD OF ITERATIVE REVISIONS THROUGH PROGRESSIVE STAGES WAS USED IN DEVELOPING THE AUDIENCE TARGETS, THE FORM OF EACH MODULE, AND THE CONTENT OF EACH MODULE. THE ITERATIVE CYCLES CONSISTED OF SEQUENTIAL INTERACTIONS BETWEEN THE BROOKS FOUNDATION STAFF AND A REFERENCE GROUP, CHIEFLY STAFF MEMBERS OF THE U.S. OFFICE OF EDUCATION. THE MATERIALS EMPLOYED INCLUDED BACKGROUND INFORMATION LISTS, TREATMENT OUTLINES, SCRIPTS, DRAWINGS, SLIDES, SOUND-PICTURE FILM SEGMENTS, FILMSTRIPS, AND MOTION PICTURES. CONSIDERATIONS OF TIME AND BUDGET PREVENTED EXTENSION OF THE ITERATIVE REVIEW PROCEDURE TO ACTUAL NAIVE LEARNERS (THE ULTIMATE TARGET AUDIENCE). BUT IT WAS FOUND THAT MUCH USEFUL INFORMATION COULD BE DEVELOPED BY APPLYING THE METHOD WITH AN EXPERT REFERENCE GROUP. A QUESTION WAS RAISED AS TO HOW MUCH CONSIDERATIONS OF AUTHORITY AND RESPONSIBILITY WOULD TEND TO DISTORT EXPERT JUDGMENT IN THE REFERENCE GROUP. (TC)

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FINAL REPORT

Project No. 183 (5-0008)
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January 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

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Russell L. Furse

January 1967

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BROOKS FOUNDATION

Santa Barbara, California

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Acknowledgements

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Introduction

Problem

At the request of President John F. Kennedy, a special Panel of Consultants on Vocational Education met between November 1961 and November 1962 to review and evaluate the existing National Vocational Education Acts and make recommendations for improving and redirecting the program. Their report (5), submitted to the Secretary of Health, Education, and Welfare on November 27, 1962, was followed by the enactment of the Vocational Education Act of 1963, which authorized a much more extensive and varied program of support for vocational education than ever before.

An indispensable step in the effective implementation of the Act was, and is, to inform the general public, students, parents, teachers, vocational education and general education administrators and directors, government officials, civic leaders, industrialists, union officials, and all other persons affected by the Act of its purposes and provisions. A demand for, and cooperation in, services, research, and development under the Act from both the producers and consumers of education is as much a part of the program of support for vocational education as is its legislative enactment.

The text of such a public law is necessarily long, complex, and forbidding. Readable digests or summaries may succeed in informing a large portion of a prospective professional and administrative leadership, but for widespread public dissemination, the more dramatic and pervasive methods of mass communication must be employed.

The workhorse of mass communication today is the motion picture film, whether presented on television or to an audience in auditorium or theater. For this reason, Brooks Foundation proposed to produce a Film on the Vocational Education Act of 1963, a half-hour (27 minutes, 30 seconds) in duration, along with supplementary film modules, that would effectively communicate to the general public and various target groups the purposes and scope of the Act.

Purposes

The following purposes of the project were either stated in the original proposal (March 1965) or grew out of planning, conferences with Office of Education personnel and other informed sources, and experience during the project. The list, as given, presents the resultant purposes; the development from original to present form will be discussed in subsequent sections of this report.

1) To inform the public on how their tax dollars are helping to provide new opportunities for young students and for older persons who are in need of occupationally oriented education or training.

2) To inform business men, industrialists and labor unions of the potential of the Act for creating a national manpower pool that is better prepared to enter existing jobs, and of the need for management and labor support of the objectives of the Act.

3) To inform parents and students of the prospective modernization and rising educational status of vocational education, so that their interest and proper perspective may become major forces facilitating the implementation of the objectives of the Act.

4) To enlist the support and cooperation of teachers and administrators in both general and vocational education in the constructive use of funds allocated under the Act, by dispelling old-fashioned ideas of the relative importance and character of vocational education today.

5) To aid vocational education teachers and administrators by indicating first steps toward full participation in the program.

6) To inform persons who will be conducting or participating in vocational educational research and development of the extent and importance of support for such new activities under the Act, and to motivate them to initiate innovative programs of their own.

7) To direct the attention of state and federal administrators toward the Act, so that they may recognize and take appropriate action on aspects of the Act that are related to their own programs, in whatever fields.

8) To indicate the constructive impact of the Vocational Education Act of 1963 on problems of education, training, and employment among members of educationally or culturally disadvantaged groups, and to enlist the support and participation of members of those groups and of persons concerned with or responsible for aspects of the welfare of those groups.

9) To convey the need for active support by all groups in order to carry out the intent of all authorizations in the Act and make effective use of all appropriations under the Act.

Objectives

In order to carry out the purposes listed above, a number of instrumental objectives were developed during the project, out of or in addition to objectives stated in the original proposal.

1) To conduct a background study of the problems of vocational education and of suggestions, proposals and programs for solving them, through conferences, correspondence, and study of published reports and of more recent unpublished reports and papers.

2) To define the prospective target groups.

3) To establish clusters of informational items appropriate for the different target groups and to inspect these clusters in order to determine the commonality or specificity of items of information.

4) To reach a solution of the problem of what groups to include in the combined target audience for the half-hour film and, consequently, what common items of information to include.

5) To determine whether the half-hour film should be documentary, dramatization, or a combination; color or black-and-white.

6) To produce a finished "shooting script" for the half-hour film.

7) To produce the film.

8) To determine what supplementary film modules would be needed: in order to convey information too specific for the half-hour film; in order to reach more specific target audiences; or in order to reach a wider audience through mass communications media.

9) To produce finished scripts or outlines of the supplementary modules.

10) To produce the supplementary modules.

11) To draw up a detailed plan for the dissemination of the complete communications package.

It was a general objective to apply a method of successive approximations, or iterative review, throughout the project. By means of conferences with Office of Education personnel and other informed sources, using outlines, scripts, storyboards, color slides, and successively edited versions of the various film products, a great deal of highly specific information was elicited relative to the message being conveyed or the effectiveness with which it was being conveyed. Details of this process are outlined in the Method section, below.

A general research objective of the project was to explore the degree to which this iterative testing procedure could be extended while progressing toward attainment of the other objectives.

Method

Background Study

A review of the literature on vocational education was conducted, including journal articles, books, speeches, and other publications and unpublished addresses and working papers by authorities in the field (1-6, 9, 10, 12-18).

Interviews and correspondence were conducted with authorities in the field of vocational education and employment, including:

1) Many conferences with members of the U.S. Office of Education staff.

2) Meetings with industry specialists through such organizations as the Industry Education Councils.

3) Conferences and correspondence with state, county, and school district authorities on vocational education.

4) Interviews with university scholars.

Interviews and correspondence were conducted with authorities in the field of television programming and production, including executive officers of the three major networks and of local affiliated stations.

Interviews were conducted with advertising specialists and with specialists in commercial film distribution.

Associated Motion Picture Production Organization

The project was undertaken and carried out in collaboration with FilmFair Motion Picture Corporation, an established commercial motion picture production company. Representatives of FilmFair participated in many planning and information conferences and had the responsibility for actual production of the motion picture scripts and film, under the guidance of Brooks Foundation personnel.

FilmFair also designed and executed all graphic components of the two film strips, under the guidance of Brooks Foundation personnel; though the verbal components were produced by Brooks Foundation.

Iterative Review Procedure

The background study, the defining of target groups, the selection of content for the various communications modules, the selection of module forms, and the progressive refinement of each product were all carried out by means of continual interactions between Brooks Foundation, on the one hand, the U.S. Office of Education personnel, Filmfair personnel, or outside informants, on the other hand. Successive approximations to the ultimate product were utilized at each stage: background information; treatment outlines; scripts, with their successive revisions; graphic materials, such as storyboards or color slides, with their successive revisions; and the film treatments themselves, with their successive revisions.

At each stage, comments, information, and suggestions for revision were elicited, and consequent revisions were made. An illustrative chronology of a portion of this procedure is presented in Appendix A.

Discussion of the practical limits of the procedure led to practical decisions balancing needs

for staying within the budget, not prolonging the production schedule excessively (actual extension of the schedule will be discussed below), emphasizing the advice and opinion of experts in the U.S. Office of Education, giving due weight to expert opinion from Brooks Foundation and FilmFair personnel, and applying the iterative method as fully as possible. The discussions and decision form a basis for conclusions to be stated in a later section.

Dissemination Plan

When the ultimate form and content of the various communication modules became stable and apparent, work was begun on a plan for dissemination that would have maximum informational effect on a number of target groups. During the work the target groups were more fully defined, and alternate means of dissemination were studied.

Results

Communication Products

The tangible products of the project include four black-and-white sound motion pictures, of varying duration; two color-sound film strips; and the dissemination plan.

"The Empty Lot." The main film is a black-and-white sound motion picture, titled "The Empty Lot." Its running time is 27 minutes, 30 seconds. The film is a combination documentary and dramatic treatment, the emphasis being on audience identification with young student figures in the story. The title refers both to the empty personal lot of the untrained and therefore unemployable person and to the vacant real estate upon which a school can be built to change this empty personal lot into a full one. The chief device for telling the story is a fantasy in which a leading character attends a fine vocational school newly erected in the community; the climax is in the reversion to the documentary presentation, where it is revealed that this particular school does not exist in actuality, and that public and professional understanding of the Vocational Education Act of 1963 is needed if this school and many others like it are to be built.

One-minute still-animation spot. A one-minute black-and-white sound motion picture, produced by the still-animation method. The content presents the employment problem of the untrained person and invites the viewer to inform himself about the solution to the problem by writing to his state Director of Vocational Education.

One-minute excerpt from "The Empty Lot." A one-minute black-and-white sound motion picture, made by combining scenes from the main film, with special narration creating awareness of the general need for a public informed about the vocational education program and inviting inquiry.

Longer excerpt from "The Empty Lot." A four-minute-twenty-second film, made in the same way, with the same purpose as the previous item.

Film strip for professional audience. A fifteen-minute color-sound film strip for school administrators, research professionals, teachers, and other professionals concerned with vocational education. The film strip calls attention to the new support for research and development under the Vocational Education Act of 1963 and invites inquiry and participation.

Film strip for lay audience. A fifteen-minute color-sound film strip for parents, students, and the general public. The film strip indicates the national need for more and better vocational education, the support under the Act, the rising educational status of vocational education, and the benefits to the individual. It invites public support, participation, and inquiry.

Dissemination plan. The six communication products just described were grouped into nine different combinations, or packages, and a complete plan for national dissemination was drawn up. The plan describes the different target audiences in some detail. An outline of the dissemination plan is presented in Appendix B.

Findings

Applicability of the iterative review process.. It was found that the iterative review or progressive approximation process could be applied readily and with benefit, provided it was applied to an expert reference group or audience rather than a naive reference group, and provided that decision-making based on feedback

from the reference group was confined to progressively narrower limits as the products neared completion. Conversely, it was found that the full-scale, experimental approach to iterative modification of materials, as suggested by some investigators (7,8), and as applied in Brooks Foundation tutorial revision projects (11), was incompatible with the production objectives of the project, though it might be quite possible in a project whose objectives were wholly oriented toward theory building, or a project whose production costs were of a much lower order, as in the production of verbal instructional materials.

Need to extend schedule. It was found that the process of iterative review consumed more time than was allowed, resulting in a need to extend the period of the contract. (This result is independent of delays from other causes.)

Discussion

Iterative Review Procedure

The progressive modification of instructional materials through cycles of application to and feedback from the learner is a method of curriculum development that has been rewarded with some success in Brooks Foundation projects (11). In the present project, an analogous iterative review procedure was carried out by submitting communication segments to a reference group of experts (not learners), who responded with their predictions of what the effect would be on the ultimate target audience (learners), or their comments on the validity of the content. This procedure was found useful in the development of the communication products. It is felt that detail of information was thereby elicited that could not have been achieved by any usual method confined to the selection of principles that guide the work deductively. The iterative procedure is more empirical and more specific.

In the original proposal it was suggested that this procedure might be extended ultimately to the target audience of learners. Early in the project it was agreed that this would not be practical, because costs of alternative completed film segments would be prohibitive, the time consumed would grossly exceed the allowance, and empirical controls sufficient to

make the results interpretable would be very difficult to achieve, even if time and budget allowed.

The difficulties of using a naive reference group (learners) are not encountered if experts are used as the reference group. Experts can respond to materials that are very abstractly related to the ultimate product, such as scripts or storyboards. Their background of experience makes their response a good (valid) substitute for (though, of course, not the exact equivalent of) the empirical responses of the prospective learners. Their highly developed conceptual systems allow them to respond with assurance (reliability) and clarity (interpretability).

This procedure depends heavily upon the expertness of the experts, of course, but it would seem to provide an increased amount of validity over the usual deductive approach.

Organizational Involvement of the Reference Group

The iterative procedure departed from the traditional concept of an agency or customer (in this case the U.S. Office of Education) that retains specialists (in this case, Brooks Foundation and FilmFair) to develop a product or research problem independently and submit the product or outcome at the end of the project. The usual research project involves the agency much less and is under more independent control of the investigator.

In the present project, the U.S. Office of Education personnel were involved intensively in the process of developing information all through the project. This arrangement, though anticipated, placed unusual demands on USOE personnel. It would seem that more thought should be given to the degree of those demands when similar projects are undertaken in the future, so that advance planning may be wholly realistic.

Authority in the Reference Group

Where the reference group is also the granting or contracting agency (as in this project), having the duty not only to inform but to approve the final product, the response of the reference group is inevitably complicated by authority and responsibility.

It was not apparent to what degree this complication entered into the process of iterative revision

in the present project, but it is assumed that it must have had some effect. It is intrinsic to the structure of large bureaus that authority is farther displaced from detailed practical decision-making than in smaller organizations or research groups. Each response from a member of the reference group may be assumed to be weighted by some authority coefficient (known or unknown to the investigator or developer). It is felt that study should be made of ways in which to reduce or control the authority weighting in all, or perhaps some crucial, iterative interactions.

Time Required for the Iterative Process

In the present project, the time required for iterative exchanges appears to have been underestimated.

Delays from Other Causes

It must be acknowledged that part of the necessary extension of the time period was due to unanticipated delays on the part of the FilmFair staff, particularly in script preparation in the early stages of the project. It is also apparent that Brooks Foundation staff did not always follow up information from collaborators and informants as quickly as was desirable. In a project requiring such numerous exchanges, ordinary procrastination must be programmatically ruled out. For this reason, it might be advisable to emphasize the importance of schedules, and to follow up deviations from schedule immediately.

Even when all such precautions have been taken, it is felt that the iterative process must necessarily be a lengthy one, and that planning for it should anticipate this need.

Conclusions

The iterative review procedure was useful in the development of the communications products. It is felt that detail of information not attainable through other means was elicited by use of the procedure.

Restriction of the procedure to a reference group of experts (rather than naive learners) was found necessary because of concurrent production objectives.

If the iterative procedure is to be used in a project in which an end product is called for and a strict production schedule exists, such restriction is probably inevitable and therefore should be pre-planned. In projects where no end product is called for, or where costs of production are low and the schedule flexible, the restrictions might be less or might not apply.

The use of a reference group of experts involves the assumption that the expert judgments are reliable and are valid indicators of events in the future behavior in the target population of learners. It is believed that this assumption is sufficiently true to justify the use of experts.

The iterative review procedure makes heavy demands on the reference group, which should be anticipated in the project planning stage.

Where the reference group is also the judge of fulfillment of contract or grant conditions, the responses of the experts are assumed to be complicated in unknown ways and to unknown degrees by factors of authority and responsibility, which may distort or inhibit valid informing responses during the procedure. It is recommended that some study be made of this suspected effect.

The iterative procedure is time consuming. An extended schedule should be pre-planned when the procedure is to be used.

Summary

The Vocational Education Act of 1963 authorized a much more extensive and varied program of federal support for vocational education than any previous act; but effective implementation required that information about the Act effectively reach the general public, students, parents, teachers, educators, government officials, civic leaders, union officials, industrialists, businessmen, and all affected by the Act.

In cooperation with the U.S. Office of Education, Brooks Foundation and its collaborator, FilmFair Motion Picture Corporation, produced six film modules to inform the public and various target groups about

the purposes and scope of the Act. Brooks Foundation also developed a plan for dissemination of the six film modules, combined in nine different packages; target audiences were specified, and channels and means of dissemination were described and recommended.

The six film modules were: 1) a half-hour dramatic-documentary black-and-white sound motion picture entitled "The Empty Lot," 2) a one-minute black-and-white still-animation sound motion picture spot announcement; 3) a one-minute excerpt from "The Empty Lot," with special narration; 4) a similar four-minute-twenty-second excerpt; 5) a fifteen-minute color-sound film strip for educators and other professionals; and 6) a similar film strip for the public, parents, and students.

In developing the audience targets, the form of each module, and the content of each module, a method of iterative revisions through progressive stages was used. The iterative cycles consisted of sequential interactions between Brooks Foundation staff and informants, chiefly staff members of the U.S. Office of Education, below called the reference group; materials employed included background information lists, treatment outlines, scripts, drawings, slides, and sound-picture film segments, strips, and motion pictures.

Considerations of time and budget prevented extension of the iterative review procedure to actual naive learners (the ultimate target audiences), but it was found that much useful information could be developed by applying the method with an expert reference group. It was found that the time required for the method was longer than anticipated and that demands on the reference group were heavier than anticipated. A question was raised as to how much considerations of authority and responsibility, when present, would tend to distort expert judgment in the reference group.

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APPENDIX A

PARTIAL CHRONOLOGY OF ITERATIVE REVIEW

The manner in which successive approximations to a final product were achieved during the project is illustrated (though not exhaustively described) by the following list of exchanges between Brooks Foundation personnel and U.S. Office of Education personnel (as well as some others) from April 1965 to September 1966. Excluded from this list are exchanges before or after that period; most exchanges between Brooks Foundation and its associate organization, FilmFair; most exchanges with outside experts and other informants; and some brief exchanges, formal or informal, between Brooks Foundation and the U.S. Office of Education during the given period. In the list, Brooks Foundation is rendered as BF; U.S. Office of Education personnel as USOE.

Date	Activity
4/23/65	Conference with USOE and FilmFair at BF, Santa Barbara. Review of background, discussion of target audiences; establishment of focus of iterative review on exchange between BF and USOE; discussion of practical limits of iterative testing in conjunction with film production for useful dissemination.
5/17/65	Conferences in Washington between BF and USOE, on background, target audiences, and film content.
5/18/65	Continuation of conferences, and presentation by BF and FilmFair to USOE, on communication and dissemination implications. Conferences involved 15 USOE staff members.
6/ /65	Discussion between BF and USOE.
6/11/65	USOE suggests items of film content.
6/16/65	BF to USOE: Outline of guidelines for preparation of main film.
6/21/65	Outline of information so far developed in project, sent by BF to USOE. Scripting

Date	Activity
	and production schedule for main film and four supplementary modules.
7/30/65	Storyboard for 90-sec. commercial module, sent to USOE by BF. Supplemental proposal sent.
8/27/65	First draft of main film script to USOE from BF.
9/13/65	Rationale for choice of dramatic over documentary treatment and for choice of black-and-white over color; sent from BF to USOE.
9/22/65	USOE comments on first draft of main film.
10/22/65	List of key problems in vocational education and other materials, sent to BF by USOE, in response to earlier request from BF.
11/2/65	Comment received by BF from chief of California Bureau of Vocational Education on first version of main film script.
11/15/65	Second draft of main film script to USOE.
11/30/65	Telephone comment on second draft by USOE.
12/8/65	Written comments on second draft from USOE.
1/13/66	Third draft to USOE.
2/4/66	Comments and suggestions for revisions from USOE.
2/14/66	Start of shooting on main film; USOE present.
3/24/66	Script of one-minute commercial spot to USOE.
3/28/66	Script of film strip to USOE.
4/ /66	USOE suggests change of target for film strip. Discussion of whether to survey state directors of Vocational Education.
4/13/66	Interlock of main film at Glen Glenn Studio, Hollywood, USOE in attendance; changes

Date	Activity
	discussed. Photographs and script for animated commercial spot reviewed; changes recommended by USOE. Storyboard and script for film strip reviewed, changes recommended by USOE. Further discussion of question of surveying state directors of Vocational Education.
5/5/66	New script for spot commercial to USOE.
5/11/66	USOE suggests further change of target for film strip; suggests changes in commercial.
5/12/66	Changes in copy for commercial to USOE.
7/21/66	Interlock of main film in Washington; changes suggested by USOE.
7/28/66	Memo from BF to USOE confirming changes. Two film-strip treatments shown to USOE in Washington, color slides and scripts; suggestions for changes by USOE.
8/3/66	Two revised film strip treatments, scripts and drawings, to USOE.
8/9/66	Further suggestions for changes in main film from USOE.
8/15/66	BF reports changes made in main film; in script for second one-minute spot commercial; in script for five-minute excerpt from main film.
8/26/66	USOE requests further information on last item and suggests further changes.
8/30/66	Revised film strip treatments, scripts and drawings, to USOE.
9/2/66	USOE suggests changes in preceding item.
9/7/66	Revised film strip scripts to USOE.
9/12/66	USOE suggests changes in preceding item.
9/19/66	Scripts for 3-minute and 1-minute commercials to USOE.

Date	Activity
9/22/66	USOE gives approval on copy and pictures for two film strips; approves 1-minute commercial script with changes; approves 3-minute commercial script with changes; approves main film, with change.

APPENDIX B

A PLAN FOR THE DISSEMINATION OF NINE FILM PACKAGES

The four films and two color film strips describing the purpose and objectives of the Vocational Education Act of 1963 are now available for national distribution.

Extensive research has been conducted to determine the method or combination of methods best suited to reach effectively the target audiences described.

Simply stated, the total audiences may be classified as follows:

General Public
School Administrators
Parent Teacher Groups
Business and Civic Groups
Junior High School and High School Students
Church Groups
Labor and Union Groups
Community Action Groups

The general public can be reached most effectively through scheduled showings on commercial and non-commercial television stations, in motion picture theaters and airport cinemas.

Through these mass communication facilities, a public information program may be presented to thirty million viewers or more. The size of the audience depends largely upon the scope and depth of the distribution effort.

Classified viewer groups can be reached through a carefully planned schedule of community showings.

Specialized audience groups meet periodically in clubs, schools and churches.

A list of suggested community groups follows:

Men's Clubs
Women's organizations
Youth Fellowships
Hobby clubs
Service clubs
Business and Professional societies

Sports clubs
Veterans' organizations
Fraternal Groups and Lodges
School Administrators
School Boards
Career guidance groups
Church groups
Cultural associations
Industry Education councils
Parent Teacher associations
Hospital and medical societies
Union groups
High Schools and Junior Colleges
Neighborhood youth corps
Urban League
Federal and State supported community action groups

A number of commercial and non-commercial distribution services exist for producers of public information programs. These include:

Modern Talking Picture Service
Association Films
Sterling Pictures
The Princeton Film Center

These organizations provide competent dissemination service, details of which will be described in a later section of this Appendix, headed Dissemination Service Details.

A suggested plan for the distribution of the Vocational Education film packages is as follows:

1) Organize the produced materials into nine individual program packages, as shown in Table 1.

2) Establish an annual target audience of thirty-five million viewers for the nine program packages. Audience categories might be estimated as shown in Table 2.

3) Select a business or professional association for national sponsorship of the film packages. Organizations that should be considered for this role are as follows:

Junior Chamber of Commerce
National School Public Relations Association
American Industry Education Councils

Table 1. ORGANIZATION OF FILM MATERIALS INTO NINE PROGRAM PACKAGES

	Unit	Program Time	Program Use
1)	The Empty Lot and spot	28:30	Network
2)	The Empty Lot and spot	28:30	Television stations
3)	The Empty Lot and spot	28:30	16 MM community showings
4)	Empty Lot excerpt	4:20	Television digest showings
5)	Spot A	1:00	Television spot showings
6)	Spot B	1:00	Television spot showings
7)	Empty Lot excerpt	4:20	Airport cinemas
8)	Professional Film Strip	15:00	Professional showings
9)	Non-Professional Film Strip	15:00	Non-Professional showings

Table 2. CLASSIFICATION OF TARGET AUDIENCE

General Audience	Individual Showings	Accumulated Showings
Television stations	1,200	
Airport cinemas	2,500	3,700
Community Groups		
School personnel	1,000	
Parent-Teacher	1,000	
Business and Civic	1,000	
Youth and social action	800	
Labor	200	4,000
	Total Showings	7,700

National Association of Manufacturers
National Education Association
National Bankers Association
Toastmasters International
National Service Clubs
National Parent Teacher Association
American Society of Electrical Engineers
American Vocational Association
State Departments of Education
American Association of Junior Colleges
American Congress of Churches
Eastman Kodak Dealers of America
Young Men's Christian Association

4) Contract for the services of a professional distributor charged with arranging television and community showings, servicing prints, promoting programs and providing documentation on audiences reached. The distributor would be solely responsible for the arrangement of television presentations and would coordinate the community showing schedule with the sponsoring national association.

5) Formulate a master plan with the selected national association for the promotion and distribution of the film packages. The master plan should be developed from recommendations made by Brooks Foundation, the U.S. Office of Education, the national sponsoring association and the national distributor. The selected association would direct and coordinate the efforts of the local representatives to promote community support and participation in the programs scheduled on local television stations and in the community showings.

Local coordinators should build their schedules around the following:

a) Determine date of local television showing.

b) Generate pre-telecast interest in the program.

c) Recruit local community leaders to appear on the television program to describe those provisions of the Act which they feel are of particular interest to the area.

d) Involve as many members of the community as possible in local program showings; and help in developing panel discussions, workshops, in-service institutes and other relevant activities in connection with which the films can be viewed and discussed.

6) Work for an arrangement with a national network for a special preview showing of the half hour program "The Empty Lot." A combination film and live program could present a panel of business and education leaders to describe the significance of the Vocational Education Act of 1963.

7) Establish a timetable and budget for dissemination. The summary budget analysis, given below in Table 3, is drawn from Table 4.

Table 3. SUMMARY DISTRIBUTION BUDGET ANALYSIS

Booking services	$28,850
Film Prints	6,150
Printed materials	4,500
Shipping costs	3,850
Total	$43,350

This total does not include a consultant fee for an over-all coordinator of the distribution project. It may be that the national association described would be prepared to assume this responsibility.

Distribution Mode

Mass Media:	Television, Movie Theater, to reach the general public
Spot Media:	Local television station, etc. to reach cross section of community leaders
Classified Media:	Closed circuit TV screenings, to reach groups with specialized interest, as shown in Table 5.

Dissemination Service Details

Commercial distributors can handle commercial and non-commercial television stations, regional television libraries, regional film libraries, regional television networks, educational television networks, motion

Table 4. DISTRIBUTION ANALYSIS: NINE PROGRAM PACKAGES

Package	Showings	Unit Showing Cost	Total Showing Cost	Estimated Audience	Prints	Print Unit Cost	Total Print Cost	Total Distribution Cost
(1) 27:30 Film 1:00 Film 28:30 (Program)	300 TV	$15.00	$4,500	9 million	50	$40	$2,000	$6,500
(2) 27:30 Film 1:00 Film 28:30 (Program)	1 Network			(5 million)				
(3) 27:30 Film 1:00 Film 28:30 (Program)	2,000 Community 16 MM	4.00	8,000	2 million	50	40	2,000	10,000
(4) 4:20 Film (Program)	300 TV Digest	5.00	1,500	9 million	50	5	250	1,750
(5) 1:00 Film (Pgm. A)	300 TV	1.00	300	9 million	300	2	600	900
(6) 1:00 Film (Pgm.B)	300 TV	1.00	300	9 million	300	2	600	900

Table 4 (continued)

Package	Showings	Unit Showing Cost	Total Showing Cost	Estimated Audience	Prints	Print Unit Cost	Total Print Cost	Total Distribution Cost
(7) 4:20 Film (Pgm.)	2,500 Airport	$2.50	$6,250	125,000	100	$5	$500	$6,750
(8) 15:00 Color (F.S.) Professional Pgm.	1,000	4.00	4,000	100,000	50	2	100	4,100
(9) 15:00 Color (F.S.) Non-Professional	1,000	4.00	4,000	100,000	50	2	100	4,100
Total (Non Network)	7,700		$28,850	38,325,000			$6,150	$35,000
Shipping Costs								$3,850
Support Materials								$4,500
Total Gross								$43,350

Table 5. SPECIAL INTEREST GROUPINGS

School Administration	Parent Teacher Groups	Business Administrators	Youth Groups	Other Groups
Trustees School Boards School Supt. State Dept., Educ. Counselors	P.T.A. Cultural Assns. Womens Clubs Service Clubs Educ. Churches Teachers Assns. A-V Dept.	Bus. Associations Chamber of Comm. Service Clubs Civic Orgnzns. Industry-Education Councils Professional Conferences	High Schools Jr. Colleges Y.M.C.A. Jr. Achievement Neighborhood Youth Corps Rec. Centers Career Day Conferences Other Community Action Groups	Labor Unions Service Clubs Civic Orgnzns. Churches Union Halls Conferences Apprentice Programs
GROUP SHOWINGS				
500	500	500	400	100 (films)
500	500	500	400	100 (film strips)

TOTAL: 4,000 Showings

picture theaters, airport cinemas, 16 MM community circuits, 16 MM professional circuits and 16 MM church and school distribution channels.

Description of Typical Distribution Services:

(Print handling only.)

1) Required prints are deposited in branch libraries.

2) Shipments are made on sponsor's order.

3) The sponsor is responsible for promotion.

4) Distributor provides print servicing and audience reports.

5) The average flat fee on annual budget, for this service, is $50.00 per program print.

Description of Services of Major Commercial Distribution Organizations

Company A

Service includes:

Audience development and research
Promotion, cataloguing
Program bookings
Shipping and film care
Audience reports

Audience channels:

Independent television stations
Network stations
Community 16 MM circuits
Motion picture theaters
Airport cinemas
Resort hotels
Special bookings for business, educational and other professional organizations.

Estimated audience reach per booking:

300 television stations x (30,000) = 9,000,000 per program

2,000 community bookings x (100) = 200,000 per program

TV booking--$15.00, Community booking--$3.50

Company B

Basic Service:

Annual catalogue
Special curriculum supplements
Special adult supplements
Individual film bulletins
National advertising
Publicity
Shipping and film care
Audience reports

Audience Channels:

Independent and network television stations
A 16 MM community network
Colleges, high schools
Industries, business
Churches and religious organizations
Adult education centers
Community centers
Youth groups
Cultural and civic associations

Audience reach and cost:

200 television stations x (30,000) = 6,000,000
4,000 community groups x (100) = 400,000
TV booking--$15.00, community booking--$3.00

Exhibit I: Showings by Commercial Film Distribution Services

Total showings, from start date through December 31, 1963, for each film company are:

Club and Group Showings

Company	Showings	Cost
Company A	2,578	$6,582
Company B	3,426	10,937
Company C	2,472	5,647
Total	8,476	$23,166

Telecasts

Company	Telecasts	Cost
Company A		
The Beginning	138	$2,070
Flair for Living (6/63)	54	675
World in Motion (10/62)	99	1,980
Company B		
The Beginning	226	$3,390
Life Begins at Sixty	217	3,255
Man with a Dream	204	3,060
Company C		
The Beginning	45	450
Total	983	$14,880

Exhibit II: Club and Group Bookings

The following is a list of bookings and showings in the first quarter of 1964 for each film company.

Company A

Total bookings:	255
Total showings:	308
Total cost:	$765 (average cost per booking, $3.00)
Type of audience:	Civic 39, Social 39, Religious 30, Business 24, Industry 25, School 18, Resorts 81 and miscellaneous 11.
Attendance:	Total 14,544 (Men 6,981; Women 5,315; Boys and Girls 1,695; unclassified 553)
Unit cost:	5.3¢

Company B

Total bookings:	226
Total showings:	269
Total cost:	$1,406 (average cost per booking, $6.22)

Type of audience	Civic 8, Social 62, Religious 23, Business 24, Industry 80, School 25, Resorts 3, miscellaneous 1
Attendance:	Total 15,683 (Men 6,532; Women 5,166; Boys and Girls 3,317; unclassified 668)
Unit cost:	9.0¢

Company C

Total bookings:	96
Total showings:	116
Total cost:	$240 (average cost per booking, $2.50)
Type of audience:	Social, Community and Religious 39; Civic and Business 48; Industry 7; miscellaneous 2
Attendance:	Total 2,355
Unit Cost:	10.2¢

Exhibit III. Bookings by States--Totals for Companies A and B

Alabama	6	Nebraska	2
Alaska	6	Nevada	2
Arizona	15	New Hampshire	1
Arkansas	0	New Jersey	22
California	45	New Mexico	2
Colorado	1	New York	92
Connecticut	5	North Carolina	13
Delaware	1	North Dakota	2
Florida	90	Ohio	31
Georgia	5	Oklahoma	5
Hawaii	1	Oregon	4
Idaho	0	Pennsylvania	32
Illinois	24	Rhode Island	4
Indiana	8	South Carolina	5
Iowa	16	South Dakota	1
Kansas	6	Tennessee	1
Kentucky	7	Texas	17
Louisiana	3	Utah	2
Maine	1	Vermont	1
Maryland	7	Virginia	6
Massachusetts	17	Washington	4
Michigan	11	West Virginia	3
Minnesota	11	Wisconsin	16
Mississippi	1	Wyoming	3
Missouri	9	Dist. of Columbia	5
Montana	4		